

EXPAND THE BUILDING BLOCKS OF LANGUAGE

The building blocks of spoken language are –

Vocabulary (Knowing the words)

Grammar (Sentence construction)

Speech (How we say the words)

Hearing children of this age are often consolidating their skills in this area. Once your deaf child has simple sentences they need to rapidly expand the building blocks of spoken language. It is the lack of enough building blocks which often holds them back at this stage.

Age 5 – 10 is a good time to be really focusing upon expanding these skills. They are old enough to be ready for the required input but not too old to have formed bad habits or to have fallen too far behind their peers.



EXPAND YOUR VOCABULARY

By the age of six a hearing child understands on average 13,000 words.

By the age of seven this has increased to on average 26,000 words!

That is a lot of vocabulary!

When I need more and more words

CHALLENGE YOURSELF!

Set your hopes and dreams high. Your child can hear through their modern hearing technology, they have established simple language. They are ready to learn more and more language and will benefit from your continued help.

Listen to your child. Now that they have established language, how can you introduce the words their friends or hearing peers are using?

So CHALLENGE YOURSELF - Does my child know:

- The names of everything they eat?
- All the varied names for everything they wear?
- The numerous ways of describing the weather?
- Different ways of describing walking?
- Different ways of describing falling?
- Polite ways of describing good appearance?



ONLINE VIDEOS

Remember the new word:
say it over and over again,
write it down.

➤ REF: 2.4 Learning New vocabulary



CHALLENGE MYSELF

How can we introduce the words their friends are using?

Remember to fill in the gaps!



- Polite ways of describing bad appearance?
- Different descriptions of speed?
- How to describe how food tastes? (hot, spicy, sour, creamy, mild, salty, disgusting)

FILL IN THE GAPS

Your deaf child will often have gaps in their vocabulary knowledge. As parents you are the best people to notice these and fill them. They might arise spontaneously during shared time together. Listen out for simple rather than more complex words being used, or filler phrases e.g. 'you know the thing on the shelf'.

REMEMBER THE MEMORY STRATEGIES (IN LISTEN AND REMEMBER)

Your memory is like a computer. New vocabulary is best remembered in this computer if it is 'deeply processed'. This means that there are lots of links between the different folders in the computer.

There are lots of different links:

- What the word sounds like
- What the word means
- How you use the word in a sentence
- Which other words are similar to it
- Which other words are associated with it

Remember: Building strong links between new and known words helps them be remembered, **AND**, the more links the better!

STEPS TO LEARNING AND REMEMBERING A NEW WORD

It's Meaning

- What does it mean?
- Other words with similar meanings (*synonyms*)

It's Links

- Link to a personal life experience
- Link to a favourite film clip, story, song, etc.

It's Category

- What type of word? (*action, name, descriptor*)
- Category of word (e.g. *vehicles, furniture, clothing*)
- Opposites / Metaphors / Idioms / Phrases

It's Components

- What sounds are in the word?
- What does the word rhyme with?
- How is the word built up?

Remember It!

- Repeat the word to yourself 10 times
- Put the word into 5 sentences
- Describe the word in a picture

NOTE: Larger version of the steps available in the Resources Section item# 1C.

Don't stick to familiar words. Use everyday situations to introduce lots of complex vocabulary.

ONLINE VIDEOS



Introducing new vocabulary in everyday situations.

Watch this film to get ideas of how to do this naturally in your home.

➤ REF: 3.1 Use more complex vocabulary

EXPAND



USE EVERYDAY ACTIVITIES

You have lots of times when complex vocabulary can be used during everyday activities. It takes some thought and possibly some planning but will soon become very natural and part of your everyday life. Link the language with:

- Life experiences
- The action of the activity
- Other known words

LINK NEW WORDS WITH KNOWN WORDS

Refer back to your child's known folder by using the word your child says and then adding or expanding upon it. Expand the vocabulary your child uses by saying your child's word and adding another one.

e.g. CHILD: When I was at school I fell over on the ice. ADULT: Oh dear, you fell over, you slipped on the ice, did you hurt yourself?

Link the new word to an action or picture which they can visually file in their memory. Use the new word over and over again in the same context to help link it with the action.

e.g. ADULT, cooking together: We need to put in the herbs now – shall we sprinkle them on carefully? I'll sprinkle them from my hand, you can sprinkle them with your hands or use a spoon.

HEARING AND SAYING THE WORD IS IMPORTANT

Parents are told to 'model' words so that their child can hear them.

This helps your child hear what the words mean, how you use them in sentences and how they sound when said correctly (i.e. vocabulary, grammar, speech).

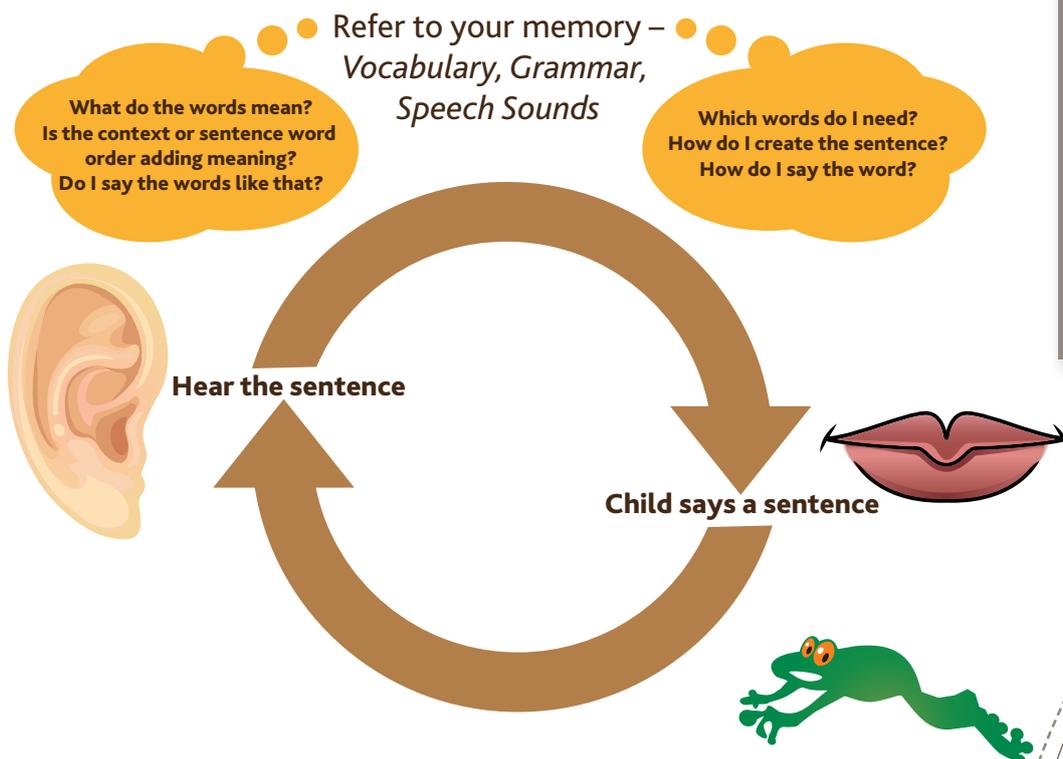
By using new vocabulary lots of times and in lots of contexts over a week, your child is repeatedly using their Listening Loop. This helps that word be associated with other words and ideas and helps it be stored quickly and effectively.

Use new vocabulary again and again straight away.

Parents who model language naturally all the time often have children with greater language skills.

THE LISTENING LOOP

The Listening Loop is used when parents model language to their child.



ONLINE VIDEOS

Use words to learn words - your child has established spoken language.

➤ REF: 3.1 Talk about new words

Help your child use the Listening Loop and learn how to refer to their memory for words.

➤ REF: 3.1 Fill in the gaps

ONLINE VIDEOS

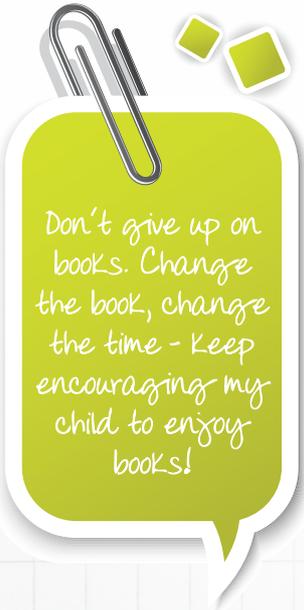


Use picture books to develop language and listening.

► REF: 3.2 Books are important in every stage of language learning

Focus upon vocabulary using books with chapters.

► REF: 3.1 Focus upon vocabulary and books



Don't give up on books. Change the book, change the time - Keep encouraging my child to enjoy books!

HELP YOUR CHILD USE THEIR LISTENING LOOP

- Emphasize new words.
- Use the new word over and over again.
- Ask them forced choice questions, e.g. Shall we fold or cut the paper?
- Start a sentence and pause so that your child can complete it using the new word. If they don't, simply fill in the word for them to hear again.
- Ask your child questions or use prompts to encourage them to use the word.

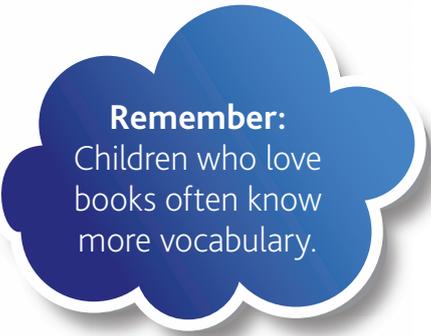
HELP YOUR CHILD REFER TO THEIR MEMORY

- Use your child's interests, things they naturally enjoy thinking about.
- Link new words with their hobbies or interests.
- Link words with pictures using books, photographs, events, things they have seen or experienced.
- Encourage your child to refer to their memory and think whether they know it or not. If they don't, encourage them to ask you what it means.
- Build links using the STEPS to learning a new word.
- The more links you can refer to in their memory, the faster the word will be learned.
- Use a word – see what happens if it's of interest to your child or part of your family life. They need to know it!

USING PICTURE BOOKS AT HOME

"We just read and talk all the time." (Parent)

- Have regular times to read with your child so that it doesn't get missed out of a busy day.
- Use the same book over and over again.
- Books with rhyming words are good.
- Encourage your child to join in and fill in the gaps.
- Talk about the sound of the words, listen to the rhyming.
- Let your child try and tell you the story.
- Move onto books with text around the pictures.
- Use the vocabulary reminders.



Remember:
Children who love books often know more vocabulary.

ONLINE VIDEOS



Stretch me, Challenge me, Prepare: know what your child is going to learn in school.

► REF: 3.1 Stretch and Challenge Me

USING CHAPTER BOOK

"Always pushing the boundaries but always making sure it's a book he enjoys." (Parent)

- Due to the topic or storyline of a book they often use the same vocabulary again and again throughout different chapters.
- If it's a new word, explain it spontaneously as you read.
- Use the vocabulary reminders e.g. paper book mark, Post-It notes to recap the word the next day.
- Reinforce new vocabulary while you are reading; ask them what it means. Talk about its explanation together.
- Then re-read that paragraph or sentence, this puts the word back into the context of the story.
- If the word is in a book they are interested in, then they need to know it – stretch their minds!



EXPAND

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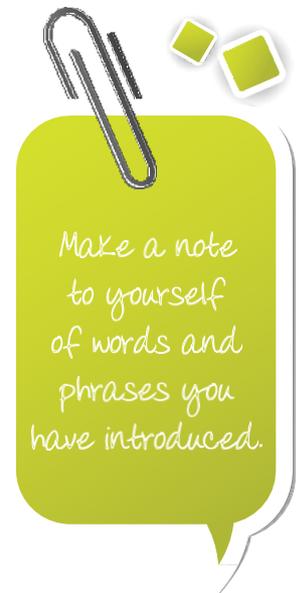
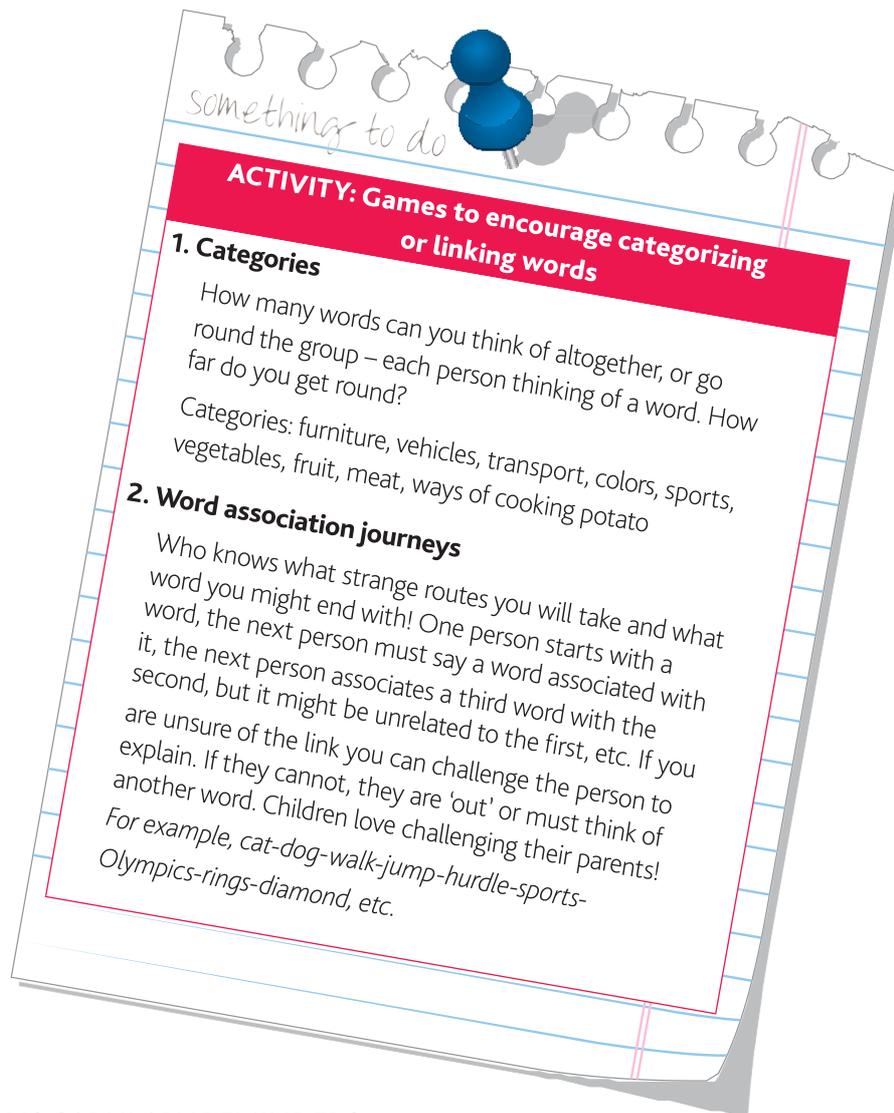
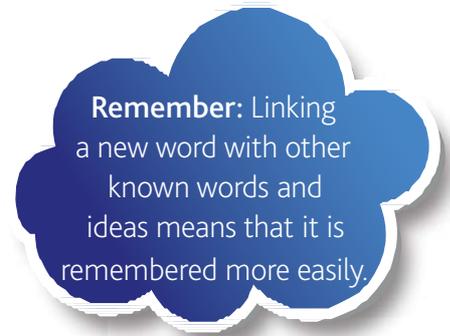
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INTRODUCE TOPICS AT HOME

It's easier to listen to someone talking about a topic you are familiar with.

It's easier to listen to someone when you don't have to be working out the meaning of lots of new vocabulary.

- Find out the class topic.
- Introduce the ideas and vocabulary of the topic, the holiday before that term – use books, films, stories, pictures, the internet.
- Recap vocabulary.



VOCABULARY REMINDERS

Word of the week

Have a card on your meal table with a couple of new words written on it. Discuss and note down when someone uses the word appropriately. Who manages to use the word the most that week?

Bookmarks

Use a narrow piece of blank paper as a bookmark. If you come across an unknown word while reading together, write it down on the bookmark. Does the word occur again in the story? Ask your child to tell you what it means and to put it into a sentence. The next day look at your bookmark. Can your child remember what the word means and how it was used in the story last night?

ONLINE VIDEOS 

Use vocabulary reminders – they really help you and your child.

▶ REF: 3.1 Vocabulary Reminders

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